

# New Landscapes and New Eyes: the Role of Virtual World Design for Supply Chain Education

Citation for published version (APA):

Bastiaens, T., Wood, L., & Reiners, T. (2014). New Landscapes and New Eyes: the Role of Virtual World Design for Supply Chain Education. *Ubiquitous Learning*, 6(1), 37-49. <https://doi.org/10.18848/1835-9795/CGP/v06i01/40388>

**DOI:**

[10.18848/1835-9795/CGP/v06i01/40388](https://doi.org/10.18848/1835-9795/CGP/v06i01/40388)

**Document status and date:**

Published: 03/05/2014

**Document Version:**

Other version

**Please check the document version of this publication:**

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

## General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

## Take down policy

If you believe that this document breaches copyright please contact us at:

[pure-support@ou.nl](mailto:pure-support@ou.nl)

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 06 May. 2023

**Open Universiteit**  
[www.ou.nl](http://www.ou.nl)



With the common availability of advanced educational technology, we are able to increase the emphasis on the design of learning experiences and benefit from the given flexibility and variety of opportunities to create learning spaces. As instructional design models become more commonplace we examine their role vis-à-vis with the fidelity of the experience while learning. High-fidelity experiences are known to be valuable in learning as they provide authenticity in learning and motivation; yet, high fidelity comes at the cost of greater investment. In this paper we outline our experiments with two setups of differing levels of fidelity: using Second Life and the consumer-focused Oculus Rift Head-Mounted Display (HMD). We show qualitatively interpreted comments and user responses to demonstrate importance of the level of fidelity, uncover important elements, and relate back the fidelity to the learning experience. High-fidelity experiences can be supported by software and hardware that are now readily available but present the seductive opportunity to greatly improve participant engagement in the virtual environments presented.